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ABSTRACT

The document outlines steps in the process of developing intervention assistance teams, which are described as school-based, problem-solving groups whose purpose is to assist teachers with intervention strategies for dealing with students' learning needs and interests. Objectives include the following: (1) to enable the school district's instructional program to meet a broader range of student needs; (2) to offer structured support and assistance to teachers; (3) to help teachers vary their instructional strategies to meet individual needs; (4) to reduce the number of inappropriate referrals for multifactored evaluation. Typically implemented at the individual building level, positions represented on the team may include the principal, regular and special class teachers, guidance counselor, media specialist/librarian, school psychologist, curriculum specialist, special education supervisor, and school nurse. Sections of the document describe data collection (indicators of need) and preliminary planning to set up the teams; proposal development and approval (including team member responsibilities and operational policies and procedures); implementation (including staff development); and maintenance of effective team operation. References and sample forms are included in the appendix. (JW)

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FOREWORD

Ohio's educators have traditionally worked hard to provide the best possible education for their students. The activity to improve education in Ohio during the past several years has been remarkable. Public and nonpublic schools have made great strides in implementing the Minimum Standards for Elementary and Secondary Schools.

Numerous teachers and administrators have commented on the utility of the Ohio Department of Education's implementation series consisting of fourteen documents that have been available since 1983. These publications have been found to be a great help in designing educational programs that not only meet the requirements of standards, but enable schools to consider various ways in which to provide quality education.

As educators continue to seek to provide excellence throughout their programs, there have been many inquiries about other parts of the standards not addressed by the implementation series. The department has identified areas of most common concern and has prepared this leadership series consisting of nine documents. As was the case with most of the documents in the original implementation series, the leadership series serves to specify the requirements of standards. Additional information, guidelines, procedural steps, and sample forms may be presented that go beyond what the standards require. The purpose is to provide information to help schools plan to meet their needs and provide the best possible education for their students.

The assistance of school personnel who contributed their time, expertise, and materials is greatly appreciated. Recognition and sincere thanks are extended to the department staff members who worked to make these publications possible.

Franklin B. Walter

Franklin B. Walter
Superintendent of Public Instruction

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INTRODUCTION AND RATIONALE

I. INTRODUCTION AND RATIONALE

What Is the Challenge?

Regular and special educators share concerns relative to serving students with learning problems who "fall between the cracks." Such students have difficulty achieving success in regular education but often do not qualify for special education programs. It is likely that these "borderline" students will be of increasing concern to school personnel as competency based education and intervention programs are implemented in accordance with the Minimum Standards for Elementary and Secondary Schools.

A prevailing attitude among special educators is that many of these students are inappropriately referred as suspected handicapped when, in fact, they are regular education's responsibility. Conversely, a prevailing attitude among regular educators is that additional special education resources should be allocated to serve these students in programs such as those for the specific learning disabled. Regular and special educators must accept responsibility for and work together in meeting the needs of these students.

The concept of intervention assistance teams has proven to be one effective method of addressing this concern in Ohio. A two-year study of eight school districts and informal discussions with practitioners throughout the state support this contention, and provide the recommendations regarding effective implementation that are contained in this document.

What Is an Intervention Assistance Team?

Intervention assistance teams are school-based, problem-solving groups whose purpose is to assist teachers with intervention strategies for dealing with the learning needs and interests of pupils. Such groups seek creative ways to maximize the use of available resources.

As in baseball, players want to bat a thousand with every pupil. The outcome of the game does not depend entirely on any one play or player. Members of the winning team function cooperatively, capitalizing on the strengths of each individual to enhance the total skill of the team.

The concept of intervention assistance teams has been given different names such as building-level teams, teacher assistance teams, instructional assistance teams, and pupil services teams.

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What Can the Intervention Assistance Team Do?

An intervention assistance team serves as a way to address acknowledged instructional problems and to enhance existing methods of operation within the school organization. All schools can benefit from implementing some form of intervention assistance team.

An intervention assistance team has the potential to

- *Enable the school district's instructional program to meet a broader range of pupil needs.* While primarily related to pupil learning, other needs—including physical, social and emotional needs—can be addressed because they affect pupil achievement. The range of pupil needs spans the continuum from low to high achievement. Similarly, needs are evidence by pupils who do not qualify for special education services or who are mainstreamed in regular classes.
- *Offer structured support and assistance to teachers.* Complementing informal support systems, intervention assistance teams provide a vehicle which teachers can use to gain additional ideas from colleagues. Instructional needs of pupils are diverse and may challenge the most capable, experienced teacher. No stigma is attached to requesting team assistance; rather, genuine requests are viewed in a positive way as an indication that teachers are not only concerned about students but are also willing to tackle problems, learn from others, and grow as professionals.
- *Assist teachers in varying instructional strategies to promote pupil competence in basic skills.* Locally developed competency based programs are required in English composition, mathematics, and reading. Intervention according to pupil needs is a required component of competency based education programs. In most situations, classroom teachers will assume the major responsibility for intervention. However, increased pupil achievement may occur in any subject when teachers have opportunities to broaden their knowledge of instructional strategies through constructive dialogue with colleagues.
- *Reduce the number of inappropriate referrals for multifactored evaluation.* Continuing concern for helping all pupils learn to their potential, as well as the lack of alternative kinds of assistance, has led to a larger number of pupils being referred for evaluation. In some cases, multifactored evaluation has indicated that pupils should not be placed in special education programs. Teacher referral to the intervention assistance team can be the first step in seeking assistance with an instructional problem prior to or in place of referral for multifactored evaluation. For a more thorough explanation of a differentiated referral procedure, see Chapter 2 of *Ohio Guidelines for the Identification of Children With Specific Learning Disabilities.*

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- *Employ group problem-solving processes to solve problems.* Through dialogue, intervention assistance team members suggest and evaluate alternatives to identify methods for implementation.
- *Serve as an impetus for teacher growth.* Through problem-solving processes, teachers increase awareness of possibilities as they participate in idea-sharing or brainstorming sessions. At one time, a given teacher may offer assistance and at another time may receive help from colleagues. Additionally, team members and others are motivated to participate in inservice activities designed to increase their effectiveness.

  Since the nature and complexity of instructional problems differ greatly, appropriate roles for teams include providing
  —immediate intervention strategies;
  —short-term consultation; and
  —training or inservice opportunities for interested staff.

  Problem-specific support and assistance from intervention assistance teams help teachers
  —become more skillful in locating appropriate resources and implementing strategies;
  —gain confidence in their ability to meet pupil needs and resolve problems; and
  —feel more successful in their work.

As teachers refine their teaching skills and increase their knowledge, they gain carry-over benefits which can be applied in their work with other pupils.

What Is the Evidence?

School districts in Ohio and other states experienced the following general benefits when intervention assistance teams were implemented:

- Teachers thought they were able to establish more successful programs for pupils with learning and behavior problems.
- A substantial portion of pupils were helped through referral to an intervention assistance team, leaving fewer requiring referral for multifactored evaluation.
- Following prereferral to an intervention assistance team, increased percentages of pupils referred for multifactored evaluation were found eligible for special education services.
- Large numbers of teachers agreed that access to support staff increased.

INTRODUCTION AND RATIONALE

- Documentation of pupil learning problems, goals, and steps toward goals was beneficial for teachers in working with pupils experiencing learning problems.
- Teachers developed a better understanding of specific learning disabilities and became more discriminating in their referrals.
- Attitudes of teachers toward the team changed in a positive direction.
- Following inservice and other implementation activities, teachers employed a greater variety of instructional strategies and materials.

What Is the Purpose of This Document?

The purpose of this document is to help schools meet pupil needs. Specifically, this document contains a description of a process for developing intervention assistance teams in schools.

An intervention assistance team may be developed in various ways, and the best team for a school is developed to meet the unique needs and characteristics of that school. Therefore, this document describes various possibilities for development and implementation rather than one ideal model.

DATA COLLECTION & PLANNING

II. DATA COLLECTION AND PRELIMINARY PLANNING

How Widespread Is the Concern?

An intervention assistance team usually is implemented at the individual building level. One or more school buildings within a district may examine and implement the concept regardless of whether the intervention assistance team is adopted districtwide.

A school district having no experience with the intervention assistance team may wish to try a pilot approach before mandating districtwide implementation. Whether planning is carried out within an individual school or on a districtwide basis, the central administration should be kept informed. The intervention assistance team concept is likely to be most successful when it is implemented with the cooperation of central office personnel.

To simplify the discussion hereafter, only occasional distinctions will be made between implementing the intervention assistance team concept in single, multiple, or all buildings in a school district.

Who Starts the Process?

The impetus for developing an intervention assistance team can come from a variety of sources including

- *Administrative Initiative.* A superintendent may initiate consideration following a study of the efficiency and effectiveness of the instructional program of the district or in reaction to a particular problem. A director of pupil services or assistant superintendent for instruction/curriculum may wish to improve teacher and pupil performance through a more coordinated process. Board of education members might recommend the idea after a review of academic progress in the district.
- *Competency Intervention.* A special group studying strategies for meeting the competency requirements and intervention recommendations in the Minimum Standards for Elementary and Secondary Schools might include the intervention assistance team concept among those strategies to be implemented in the district.
- *School Staff Initiative.* The building principal, in cooperation with the building staff, might recognize that children are experiencing unresolved problems, and may recommend that a more concentrated strategy be developed to assist with solving these problems. An individual teacher or groups of teachers may propose the implementation of an intervention assistance team concept in an effort to maximize resources to improve instructional effectiveness.

What Are the Indicators of Need?

Among many possible indicators of need which might be addressed with the help of an intervention assistance team are the following:

- *Teacher Requests.* Teachers may request assistance in meeting pupil needs that appear to be beyond the normal range of individual differences. Where such requests are frequent and apparently well-founded, a cooperative strategy for responding to them should be considered.
- *Mainstreaming Concerns.* Mainstreamed handicapped pupils may not be appropriately integrated into regular education classes. Evidence for this may come from regular or special education teachers, counselors, parents, or students themselves.
- *Overreferrals.* A substantial number of pupils being referred for multifactored evaluation as suspected handicapped children are being found to be ineligible for special education.
- *Retention Rates.* The retention rate of pupils is higher than average or is considered unsatisfactory.
- *Teacher Complaints.* Teachers express overt or covert dissatisfaction with pupil progress and cite a lack of support and resources for the classroom situation.
- *High Teacher Turnover.* There is substantial teacher turnover and evidence of higher than normal "burnout."
- *Low Pupil Achievement.* Pupil achievement is lower than expected or than what is reasonably desirable.
- *Pupil Dropouts.* Pupil dropout rates are high, and pupil frustration with the learning environment is a concern.
- *Community Dissatisfaction.* The community expresses dissatisfaction with the school situation, and perceives that pupils are not making appropriate progress.
- *Poor Communication.* Parents and community perceive the teachers and administrators to be neither open nor forthright in communicating about the goals, objectives, teaching strategies, and student progress in the school.

Any of the above indicators, and certainly a combination of several, should provoke a serious effort in any school or district to find more effective ways of solving student learning problems.

DATA COLLECTION & PLANNING

Informing Concerned Publics

Once some responsible person or group has determined that a process should be set in motion to work toward the establishment of the intervention assistance team concept (either at a particular building or throughout a district), the next step should involve informing all concerned publics of this intent. Of primary importance is the establishment of appropriate relationships and understandings with those persons and groups who will be involved in the development and implementation of the concept—the building administrator and the teachers.

In addition, those individuals from the central or regional administration (supervisors, support personnel, coordinators, and others) directly concerned should become involved.

Finally, the key administrators and superintendent should be kept informed as appropriate. If consideration is being given to multiple-school or districtwide implementation, it should follow that the central administration will be more involved in the entire process. The central administration should determine the timing and process for informing the board of education about these developments.

The exact nature of the internal communication process—how formal and how extensive—will be dictated by the style of relationships between the board and administration, as well as by formal provisions in collective bargaining agreements and master contracts. Where such documents spell out details of teacher duties, hours, special responsibilities, and so forth, strict attention should be given to insure that the intervention assistance team concept, as proposed in such situations, is carefully thought through in a collaborative and creative fashion.

Of equal importance (though it may be addressed through a different process) is the desirability of informing the external publics. These would include, in particular, the parents of children in the schools that will be involved. As consideration proceeds and plans or pilot activities begin to be implemented, appropriate information should be shared with the general public. This sharing of information will advance the school district's quest for educational excellence.

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Establishing a Planning Committee

If, as a result of the various publics being informed of the intent to consider developing the intervention assistance team concept, there is direct or implied consent to proceed, a planning committee should be established. Such a committee is essential if those most directly involved and affected are to have a creative opportunity to begin to identify with the process. Support will be required if all aspects of the concept are to be explored before implementation.

This will mean that the planning committee must include persons who can commit the time and energy to move the process along successfully. The planning committee also must include persons who are skilled at sensing the mediating idiosyncratic needs within the committee as well as within the building, district, and community.

The planning committee should be expected to carry out the following:

- Verify the data establishing the need for team strategy.
- Review selected models of the intervention assistance team concept which have been found effective.
- Review the characteristics of the building and district.
- Review the characteristics of an effective intervention assistance team.
- Synthesize the results of the above data review into a formal proposal for action.
- Obtain approval and authority to implement the proposal.

Membership in the planning committee should be as representative as possible. Groups to be considered include these:

- Building administrative staff
- Regular and special education teaching staff
- Ancillary staff
- Union/association representatives or officers
- Board of education members
- Supervisors and consultants
- Classified personnel
- Parents and, as appropriate, pupils
- Business and community leaders
- Community residents who have no school-age children.

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The nature of the community and whether the concern is building or districtwide will help determine the number and the exact makeup of the planning committee.

Chapter III describes in more detail the elements of the intervention assistance team that should be considered by the planning committee in determining its local design. The remainder of this chapter discusses the process of drafting the proposal and obtaining its approval.

The Planning Process

The planning committee, following its establishment, should organize to carry out the following functions:

- *Verify Data Establishing Need.* Various *indicators of need* are identified on page 8. The committee should verify those indicators which are present and which offer substantial prospects for being addressed in the local situation.
- *Review Models.* Many variations of the intervention assistance team have been found effective in schools throughout the nation. Several are listed as references. The planning committee should have copies of these materials to peruse for ideas.
- *Review Building and District Characteristics.* The planning committee must match the features of any intervention assistance team model to the characteristics of the environment in which it is to be implemented. The following characteristics of the building and district should be considered:
  - *What personnel are available?* Does the building have "extra" members of the instructional team whose schedules and duties are flexible? Are instructional personnel assignments so complex or structured that involvement in team activities during the instructional day is virtually impossible? Does the building or district have appropriate support personnel (e.g., school psychologists, supervisors, curriculum specialists, social workers, guidance counselors, nurses) who can be called on and expected to participate? These and other aspects of personnel availability must be examined before any particular model can be recommended.
  - *What are the formal and informal power structures?* Both at the building and district levels, the planning committee must be deliberate and accurate in assessing how decisions are made, who makes what kinds of decisions, and what strategies produce desirable positive results in this situation. To be successful, the intervention assistance team concept and the specific proposal must be promoted through the prevailing political processes.

— *What are the district and building policies and operating procedures?* The review process, data gathering activities, and the formal proposal of the planning committee must conform to the policies and operating procedures of the district and the building in which the intervention assistance team is to operate. If the planning committee finds that existing policies or procedures constitute a hindrance or block to the establishment of the desired model, then the implementation plan must identify both the changes that are necessary and the strategies needed to accomplish the changes.

— *What are the relevant provisions in existing contractual agreements?* The planning committee must ascertain all aspects of such formal provisions that pertain to the potential operation of the intervention assistance team concept, and particularly the desired or recommended model. If local teacher and administrator organizations are not directly represented on the planning committee, it may be desirable to explore thoroughly how these groups can potentially support the implementation of the concept. Likewise, the position of the central administration and board of education should be clearly identified.

- *Review Characteristics of an Effective Intervention Assistance Team.* Five general characteristics have been found to be relatively common in effective intervention assistance teams. The planning committee should take these into consideration in designing a team which matches the identified need:

  — *Grade-level representatives.* Although every "case" involves a child at a given grade level, the perspectives of team members with experience and expertise relating to that situation may be extremely helpful in identifying successful strategies and resources to overcome the child's learning problem.

  — *Interdisciplinary perspectives.* Most learning problems are multifaceted and find their solutions rooted in more than one discipline. The shared expertise from several perspectives often generates the most creative solutions.

  — *Balanced representation.* In seeking the representation identified above, care must be exercised that there is a balance which provides for free, open, and creative dialogue and that no one particular point of view is allowed to dominate the proceedings.

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—*Indigenous membership.* If the teachers in a particular building see that the intervention assistance team consists of persons who are willing partners in assuming some direct and personal responsibility for solving problems, they are more likely to use the intervention assistance team for creative problem solving.

—*Interpersonal skills/team behavior.* Members of the intervention assistance team should have the ability to

- Listen carefully;
- Grasp the nature of each problem and the situation in which it exists;
- Share information and interpret data incisively;
- Ask appropriate questions to clarify the situation;
- Contribute ideas and resources which help identify and implement strategies to solve the problem; and
- Share the problem in a helpful manner without intruding upon the prerogatives of the teacher and student involved.

The effectiveness of such behaviors by the team members will be measured by the degree to which the teacher presenting a case perceives the process as one which contributes to solutions. Creative problem solving does not make the person(s) presenting the problem feel inadequate or unsuccessful. Such a process instead is viewed as a mutual learning opportunity.

- *Develop the Proposal.* After addressing the review components outlined above, the planning committee should develop a proposal which provides the most appropriate match between the characteristics of the building and district and the various intervention assistance team models. This proposal should be acted upon through the decision-making process which reflects the particular management style of the building and school district.

DEVELOPMENT AND APPROVAL

III. PROPOSAL DEVELOPMENT AND APPROVAL

Once the planning committee has been established the members move through a process that covers the functions outlined in Chapter II. This chapter outlines the major elements which should be covered in the proposal. They are as follows:

- Composition of the intervention assistance team and selection of members
- Responsibilities of team members
- Operational policies and procedures
- Evaluation of team effectiveness
- Implementation process.

These efforts culminate in an approved intervention assistance team proposal along with authorization to implement the plan.

Team Composition and Selection of Members

Many variations are found among models of existing intervention assistance teams. Although both *ad hoc* and *standing* teams are used, the majority have standing teams. While ad hoc teams on occasion may be very useful for unusual problems or situations, standing teams appear to have greater potential for overall and ongoing effectiveness for solving pupil learning and behavioral problems.

When determining the composition of the team, the planning committee must decide what positions should be represented, the structured size of the team, how individuals will be selected, what incentives are available to members of the team, and what the duration of their service will be. Each of these variables is discussed below.

- *Positions represented on the team.* Among the positions which may be considered are
  - —Building principal
  - —Regular classroom teachers
  - —Special classroom teachers
  - —Guidance counselor
  - —Media specialist/librarian
  - —School psychologist

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—Curriculum specialist/general supervisor

—Speech/language pathologist

—Special education supervisor

—School nurse.

- *Structure and size of team.* Some schools employ a *core team* concept. The core team comprises those persons who participate on all cases. Other persons, either functioning as an *auxiliary team* or in an ad hoc capacity, may be called in as necessary for particular cases.

  The size of the intervention assistance team will be influenced by the decisions regarding composition. The effectiveness of decision-making groups generally is found to be maximized when the number of members is seven or fewer. Likewise there may be substantial limits to how many of the designated persons can be made available simultaneously on a team. Teachers might be selected to represent each grade level or department, primary and intermediate elementary levels, and so forth.

- *Selection of team members.* Defining the positions to be represented on the intervention assistance team often makes clear which individuals will serve, e.g., the principal or school nurse. Selection of teachers may require one of the following options:

  —Administrative appointment by the principal, superintendent, or other administrator;

  —Peer selection by grade-level colleagues, by clusters of grade-level colleagues (e.g., primary), or by building staff; or

  —Self nomination or voluntary, with or without an elective confirmation procedure.

- *Incentives for intervention assistance team members.* In order to provide the team appropriate stature within the school structure, the planning committee may wish to recommend the employment of incentives. The following incentives have been used in various schools:

  —Release time. Intervention assistance team teacher schedules may be adjusted to accommodate the new responsibilities (e.g., an elementary teacher is released from a selected instructional class period or a secondary teacher is given an extra planning period).

  —Relief from other assignments. A teacher serves on the intervention assistance team rather than being assigned additional duties (e.g., cafeteria or study hall).

—Supplemental contract. Compensation may be provided for extra hours of team duty.

—Special privilege. Persons may be provided the opportunity to attend professional meetings at district expense, or continuing education or salary schedule credit may be given for intervention team service.

- *Duration of membership.* Specification of the length of expected intervention assistance team service and a scheme for staggering terms will insure continuity of experience and expertise while also providing for a continuous flow of fresh ideas and training opportunities for new members. The following options will be found:

  —Ongoing. Some positions on a core team, e.g., the principal, may be ongoing unless the incumbent changes.

  —Fixed term. Other positions, especially where a choice is to be made among a pool of available individuals, may have a specified tenure, e.g., one semester, one year.

Responsibilities of Team Members

The planning committee may wish to specify specific responsibilities for team members beyond those general descriptions given in Chapter II. All professional members of an intervention assistance team will realize that their charge is a most serious one—that their focus of influence is on the critical intersection of a pupil's efforts to learn (or lack of same) and one or more teacher's efforts to facilitate that learning. Thus, team members share empathy for both pupil and teacher (and other support persons as the situation may involve) and a dedication to find a helpful and creative response to the identified problem. Observance of appropriate and strict rules for confidentiality and the use of a style of interaction which is positively oriented are necessary behaviors required of all team members.

The performance and personality of the intervention assistance team chairperson will influence the effectiveness and efficiency of the team. The following options for selecting the chairperson may be used:

- Designation of an administrator (e.g., principal);
- Election by team members;
- Rotating members (e.g., an experienced member where staggered terms are used).

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The responsibilities of the intervention assistance team chairperson may include

- Notifying members of dates, times, locations of meetings;
- Verifying completeness of referral information;
- Coordinating discussion during meetings;
- Maintaining structure and timelines during meetings;
- Assuring appropriate level of agreement is reached;
- Assuring designation of monitors or resource persons.

Operational Policies and Procedures

Clearly specified and widely understood policies and procedures are essential to the success of the intervention assistance team. All persons who are likely to be involved or become beneficiaries of team efforts, including parents, pupils, and community persons as appropriate, should be fully informed. Aspects of the operation of the intervention assistance team which need to be described by the planning committee include the referral procedures, prereferral expectations, referral format, team meeting procedures, and meeting schedule. Each of these aspects is discussed below.

- *Referral procedures.* The intervention assistance team proposal should specify who can initiate a referral for team consideration. Among those who may be considered are the following:
  - —Pupil's parent
  - —Classroom teacher
  - —Special education teacher
  - —Subject area teacher (e.g., music, art, physical education)
  - —Administrator
  - —Guidance counselor
  - —School psychologist
  - —Nurse.

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- *Prereferral expectations.* School districts have found intervention assistance teams work best when previous interventions have been attempted and documented by the pupil's regular teacher. Examples of such activities and the documentation expected are the following:
  - —Documentation of previous attempts to solve the problem, e.g., modification of assignments and materials, implementation of behavior management techniques;
  - —Report of parent-teacher conference(s) in which possible solutions have been discussed;
  - —Report of teacher-principal conference(s) regarding the problem and possible solutions; or
  - —Results of review of cumulative records, including attendance, educational history, and previous evaluations.
- *Referral format.* Most schools use a special form to process referrals. The Appendix includes samples of referral forms which may be useful models. The following information has been found important to the intervention assistance team at the time of referral:
  - —Identifying information, e.g., name, sex, grade, birthdate, and age;
  - —School history, e.g., times retained, tutoring or special class placement, schools attended, and attendance record;
  - —Summary of previous test results (in large districts, especially, a search of the central file may reveal important additional information to that contained in the cumulative folder);
  - —Summary of interventions attempted to solve the problem and outcomes of these attempts;
  - —Summary of relevant parent conferences;
  - —Concise statement of the student problem or reason for referral, i.e., what the student cannot do that is expected, or what behavior is being exhibited that is not desirable and the precise circumstances in either case; and
  - —Compilation of pupil work samples attached that help illustrate the problem.

All the above, and other requirements, if specified by the planning committee, should be made available to each member of the intervention assistance team far enough in advance of the team meeting to permit adequate review and preparation.

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- *Intervention assistance team meeting procedures.* The planning committee will determine whether the team is to operate on a standing or an ad hoc basis. It usually is specified that a referral is to be channeled through the team chairperson for scheduling and verification of appropriateness and completeness. Procedures for an intervention assistance team meeting should include the following:

  —*Participants.* It should be specified who, in addition to the core group, should attend. For example, the primary teacher(s) of the referred pupil and the referring individual (if different) both should participate in the intervention assistance team meeting.

  —*Format.* Suggestions for how the meeting should be conducted should be included in the proposal. The major elements in an intervention assistance team meeting agenda usually include

    - Case Summary. The person making the referral may provide a brief overview of the referral.
    - Problem Statement. Team members should agree on the major learning objective(s)—what the pupil does or does not do that interferes with learning (e.g., distractibility, failure to complete assignments).

  —*Desired Changes.* Team members should agree on the changes which must occur to effect learning (e.g., concentration, completion of assignments).

  —*Alternative Strategies.* Team members should brainstorm intervention strategies, techniques, or materials to facilitate desired behaviors (e.g., reduction of length of assignments, change in reading level of materials).

  —*Intervention Plan.* The team should select an intervention plan, including specification of *what* materials and/or modifications are needed, *who* will implement the plan, and *how long* the plan is to be in effect. The planning committee may wish to recommend that the intervention assistance team give preference to alternatives which support and supplement activities in the regular classroom. Since intervention has been required of the classroom teacher prior to a referral to the team, the mere generation of new ideas for the teacher to implement may be of little value without additional help or resources of some kind. Thus, the proposal should emphasize the role of the team in seeking collaboration with other persons and in providing additional or alternative resources to enhance the learning situation.

DEVELOPMENT AND APPROVAL

—*Produce written intervention plan.* The planning committee should specify that the team intervention plan is to be developed in writing and that copies of it are to be distributed to the chairperson and all others who are participating in the plan's implementation.

—*Designate facilitators.* Everyone who has been identified and who has agreed to be involved in the implementation plan should be specified in the plan and appropriately informed of the role each is to play. One person should be designated as a *monitor* who will review the implementation of the plan at periodic intervals and report back to the intervention assistance team. This individual also will coordinate the activities of others involved as necessary. This careful monitoring of progress will promote effective implementation of the plan, and will assist decision making in cases that should be referred for multifactored evaluation and special education placement considerations.

—*Designate review date.* The intervention assistance team should establish a definite date for reviewing the case to determine progress toward the objective(s) and effectiveness of the interventions. At this time the person assigned to monitor will provide a report on the effectiveness of the intervention plan.

—*Review previous cases.* When the intervention assistance team reviews progress under an intervention plan, the members may decide to

- Continue the plan;
- Revise the plan; or
- Refer the pupil for multifactored evaluation. A referral for multifactored evaluation should be initiated at any time a handicapping condition is suspected.

- *Meeting schedule.* The planning committee should designate an expected schedule for the intervention assistance team, especially if it is a standing team. Regular options include holding meetings once each week and twice each month. The frequency eventually will be dictated by the caseload and the availability of members. In addition, consideration should be given to the time of day when meetings are scheduled. While time is generally a building-specific concern, scheduling is a critical factor in assuring the smooth operation of the plan. Meeting time options include

DEVELOPMENT AND APPROVAL

—Before school

—After school

—During teacher planning periods

—During lunch period

—During a team session specified in the master schedule.

Evaluating Effectiveness

The effectiveness of any dynamic system is enhanced by feedback and modification. The proposal for an intervention assistance team should provide the outline of a plan for evaluation, feedback, and modification. The following persons or groups may be appropriately consulted about the effectiveness of the team operation:

—Planning committee

—Team members

—Building staff

—Board of education members

—Collective bargaining unit or professional association

—Parent organizations

—Individual parents

—Independent evaluators (e.g., State Department of Education consultants, Special Education Regional Resource Center staff)

—Referring teachers.

Methods for evaluating the effectiveness of the intervention assistance team include the following:

—Structured questionnaire

—Structured interview

—Analysis of numbers and types of referrals for multifactored evaluation prior to and following implementation of the intervention assistance team

—Analysis of numbers and types of in-grade retentions prior to and following implementation of the team

—Analysis of evidence related to pupil achievement prior to and following implementation of the team.

DEVELOPMENT AND APPROVAL

The proposal by the planning committee should specify how and by whom the types of information indicated above will be used to provide feedback and modification as appropriate to the structure and operational procedures of the intervention assistance team.

Implementation Process

The final element of the proposal developed by the planning committee is an outline of the steps necessary to secure approval for the concept and of how and when implementation of the plan is to proceed.

- *Securing approval.* As indicated in Chapter II, the planning committee will have ascertained the decision-making patterns in the district. This knowledge will help determine the precise steps necessary to secure approval. Among options that may be considered are these:
  - —Authorization of a pilot project;
  - —Approval of the system for a specific period of time before district or building evaluation; or
  - —Recommendation of variations or adaptations of the intervention assistance team in specified situations.
- *Implementation plan.* The planning committee should include in its proposal specific steps that will guide the implementation of the intervention assistance team. These steps may include the following:
  - —*School staff inservice.* Essential to the success of the plan will be its enthusiastic and positive presentation to the school staff. Consideration should be given to procedures through which the school staff can be kept fully informed during the entire planning, approval and implementation process.
  - —*Informing others.* Parents should be informed through appropriate channels including the parent-teacher organization and other parent organizations. At appropriate times, provision may be made for news releases that describe intervention assistance team effectiveness in improving the educational program. Such reports may be rendered as components of the partnership for educational excellence.

IMPLEMENTATION

IV. IMPLEMENTATION

Implementation of an intervention assistance team will require provision for staff development activities, operational procedures for the team, and knowledge of the developmental stages of the team.

Staff Development Activities

Three areas of staff development related to intervention assistance teams need to be explored.

- All administrators and support personnel need to be informed of all aspects of the intervention assistance team plan. A staff meeting could be used to provide this information.
- All instructional staff in buildings where the plan will be implemented need to be informed about what an intervention assistance team is and how it will operate. This inservice should contain at least two parts.
  - —Awareness of the purposes and goals for having an intervention assistance team should be promoted.
  - —An example of how an intervention assistance team operates should be provided. A demonstration of operation could be provided from a building that has implemented an intervention assistance team, an audiovisual program portraying a team in operation could be shown, or selected team members could demonstrate team operation. Role playing could be used to involve participants in team operational activities.
- Intervention assistance team members may need to develop skills specific to team participation. For an indication of possible team member needs, see the checklist on page 25.

Operational Steps

- Referral is made to the intervention assistance team. (For examples of referral forms, see the Appendix.)
- The team chairperson reviews the referral to determine if all necessary information is included.
- Additional assessment information is gathered, when necessary.
- The need for pupil observation is determined. (For examples of observation forms, see the Appendix.)
- If an observation is needed, a team member is assigned this task.
- Time and date for the observation is established.
- Referral information is disseminated by chairperson to team members for review prior to meeting.

IMPLEMENTATION

- Intervention assistance team meeting date is set and members are informed.
- At the meeting, members review all referral information and reach consensus regarding the nature of the problem.
- Team members brainstorm to explore a variety of alternative intervention strategies which may offer a solution to the problem.
- Each strategy is evaluated and prioritized.
- One or more intervention strategies are selected.
- Related material and human resources for assisting in the implementation of the intervention strategies are identified.
- A written intervention plan is developed which includes selected intervention strategies, identified related material and human resources, and timelines for implementation.
- Responsibilities for carrying out the recommended plan are established.
- A date is set for reviewing the effectiveness of the plan.
- If the plan is successful and no further assistance is needed, the case is closed.
- If the plan was not effective and further assistance is needed, another team meeting date is set.
- The team reviews the original intervention plan and additional information to seek agreement on the nature of the problem.
- Once again a variety of intervention strategies are explored and evaluated.
- Strategies are prioritized and selected.
- A new plan is developed which may include new materials and human resources and timelines.
- A date for review of the new plan is established.
- When the team agrees that everything possible has been done and the problem still has not been solved, the pupil may be referred for multifactored evaluation.
- A record of each team meeting is maintained.

IMPLEMENTATION

Checklist of Skills Needed by Intervention Assistance Team Members

	YES	NO	N/A
1. Do members have knowledge of informal assessment techniques?			
2. Do members have knowledge of the scope and sequence of academic content areas?			
3. Do members have observation skills?			
4. Do members understand the district philosophy?			
5. Do members have knowledge of the various program goals?			
6. Do members have knowledge of various instructional strategies?			
7. Do members have knowledge of behavior change strategies?			
8. Do members have knowledge of available resources in the building, district, or region?			
9. Do members have knowledge of eligibility criteria for placement in special education programs?			
10. Do members have good listening skills?			
11. Do members have conflict resolution skills?			
12. Do members have collaborative decision-making skills?			
13. Do members have knowledge of group dynamics?			
14. Do members have sending and receiving communication skills?			
15. Does chairperson have leadership skills?			
16. Does chairperson have management skills?			

IMPLEMENTATION

Case Study

Mr. James, a teacher in an elementary school which serves 700 first through sixth grade children, refers Boyd to the intervention assistance team. Boyd is a ten-year-old, fifth grade student.

The problem

- Boyd does not turn in his mathematics assignments.
- In class he often pokes others with his pencils, laughs out loud, twirls his paper on the end of his pencil, and engages in other disruptive behavior.
- The problem continues even after his teacher provided individual attention, tried contracting with Boyd, and had a conference with his parents to solicit their assistance.

Related information

- Inspection of Boyd's cumulative record shows that he had average achievement in most of his academic classes until the middle of the fourth grade. Since then, he has continued average achievement in all subjects except mathematics.
- Boyd is described as being a very active pupil.

Intervention assistance team chairperson recommendation

- Team member was requested to meet with Mr. James to arrange for a classroom observation.
- Team member completed an informal mathematics assessment.

Intervention assistance team problem identification. After reviewing all related information, the team brainstorms the following possible problems:

- Boyd needs more individual attention.
- Boyd lacks some prerequisite skills for achieving in mathematics class.
- Boyd is experiencing some problems at home which are interfering with achievement.
- Boyd's classroom behavior is a result of his being influenced by a friend.

Identification of problem. Even though Boyd's behavior is disruptive, the team agrees that the lack of success in mathematics may be at the root of the problem because his informal assessment shows that he lacks prerequisite skills for adding mixed fractions.

IMPLEMENTATION

Development of the intervention assistance plan. After exploring many alternatives, the team decided on the following plan:

- Objective: Boyd matches fractions of equal value with 90% accuracy.
- Resources: A friend of Boyd's will provide peer tutoring.
- Twice per week the guidance counselor will meet with Boyd to assist him in assessing his achievement. A supplementary mathematics text, workbook, and manipulatives will be provided to Mr. James from the media materials office. The teacher will provide Boyd five minutes of individual instruction per day while other students are doing practice assignments.
- Timeline: This plan will be reviewed after a two-week implementation period.

Review of intervention assistance team plan. Two weeks later the team meets again to review Boyd's case. It was determined that Boyd did make progress in learning prerequisite skills. It was decided to continue to teach prerequisite skills. The exception to the plan would be that the teacher would take responsibility for assisting Boyd in assessing his progress. The guidance counselor will work with Boyd in developing a plan for improving classroom behavior. Boyd's plan will again be reviewed in two months time unless it is determined by Boyd's teacher that a meeting is needed before then.

Developmental Stages of an Intervention Assistance Team

Teams working together go through various stages of development. The length of time spent in each stage varies from team to team. The five stages are as follows:

1. Orientation Stage
   - Members are eager to get started.
   - Members have positive expectations.
   - Energy is spent on attacking the problem in a positive manner.
   - Members look for ways to improve their skills.

IMPLEMENTATION

2. Dissatisfaction Stage
   - Members may become frustrated.
   - Problems presented to the team may not be easily solved.
   - Members may become angry towards the goals and tasks of the team and toward other team members.
   - Sometimes team members feel incompetent.
   - Energy is focused on redefining members' tasks in a more achievable manner.
3. Resolution Stage
   - Frustration dissipates somewhat.
   - Expectations and reality become more closely meshed.
   - Team member skills are increased.
   - Personal satisfaction is increased.
   - Self-esteem is heightened.
4. Production Stage
   - Members once again become eager to be a part of the team effort.
   - Leadership becomes shared.
   - Members feel greater autonomy.
   - A sense of mutual interdependence with other team members develops.
5. Termination Stage
   - Members feel sad because of ending team relationships.
   - Members often feel a strong sense of accomplishment.

(Adapted from *School-Based Staff Support Teams: A Blueprint for Action* published by the Council for Exceptional Children, 1982, pp. 10-12.)

MAINTENANCE

V. MAINTENANCE

Maintenance is a necessary but frequently neglected component of successful intervention assistance team models. It can be expected that problems will emerge with respect to effective team operation. Many such problems can be anticipated and preventative strategies designed accordingly. Others will not be predicted and must be dealt with through ongoing assessment and periodic formal evaluation of the program.

Anticipating Problems and Developing Preventative Strategies

Some barriers to effective operation have been identified by school districts in Ohio as ones that are frequently encountered. Strategies that have been successful in eliminating these barriers have also been identified. School personnel in the process of designing and implementing the intervention assistance team concept may want to consider whether the suggestions listed below are applicable to the unique characteristics of the district.

MAINTENANCE

Preventative action

Problem	Strategy
Referring Teachers	
1. Reluctance to admit difficulty (Teachers who feel threatened or insecure in their teaching abilities may be reluctant to admit inability to deal with a given classroom situation).	1. It is imperative that team members create an atmosphere of openness and support. Consider peer selection as a way of selecting team members who will be less threatening. Encourage "master teachers" to set an example by accessing the services of the team.
2. Reluctance to be observed (Teachers may be uncomfortable having team members conduct observations in their classrooms).	2. Emphasize that it is the *pupil* who is being observed, and not the teacher. Use the term "pupil observation" instead of "classroom observation." Stress that the purpose is to validate the referring teacher's perception of the problem.
3. Insufficient implementation efforts (Teacher's efforts to implement alternative educational strategies may be less than adequate).	3. Provide a more intense level of support and assistance from one or more team members.
4. Concern regarding delay of special education placement considerations (Teachers may express concern that the team process delays referrals for multifactored evaluation).	4. There must be administrative support and consistency in viewing intervention as a responsibility that rests with regular education. Emphasize that special education is an option to be considered only after alternative educational strategies have been unsuccessful. Establish procedures for waiving the intervention assistance team process in emergency situations where the necessity for special education placement is likely, or at any time a handicap is suspected.

MAINTENANCE

Intervention Assistance Team	
1. Teachers afraid of sounding too authoritative (Leadership and communication skills may not be inherent with some team members).	1. Incorporate activities designed to strengthen leadership and communication skills as part of the initial and ongoing training for team members.
2. Premature referral for multifactored evaluation (Teachers on the team may "look out" for other teachers and move case through to multifactored evaluation).	2. Again, administrative support and consistency in viewing intervention as a responsibility of regular education is essential. Establish an objective procedure for determining when a referral for multifactored evaluation is appropriate. Include the building principal or assistant principal as a member of the team to assist in making this determination.
3. Insufficient follow-up and support to referring teacher (Shared responsibility is essential to effective team operation).	3. Develop a written plan that documents specific responsibilities and timelines.
4. Inadequate knowledge base (Team members may lack expertise to assist teachers with specific problems).	4. Provide or access inservice for team members based on an ongoing assessment of needs.
5. Team burnout (Intrinsic and extrinsic incentives for participation must be sufficient to motivate team members).	5. Analyze and adjust incentives for participation. Consider rotating terms of membership.
6. Backlog of referrals (If too many referrals are received, adequate attention to each one will not be possible).	6. Implement an objective administrative procedure for screening referrals. Require specific referral information such as documented evidence of attempts to resolve individual pupil difficulties using resources and knowledge available.

Waning enthusiasm and lack of support for the intervention assistance team model can occur if sufficient attention is not directed toward ensuring its success. Every intervention assistance team is both a collaborative group and a provider of services. For it to be successful and lasting, two things must occur

- Team members must work well together, and
- The team must provide a useful service to the rest of the staff.

Attention must be paid both to the team needs and the service needs through a system of ongoing assessment and evaluation.

MAINTENANCE

Using Evaluation Results

A system for evaluation, feedback, and modification (see Chapter III) is a necessary component of the intervention assistance team model. Using evaluation results to improve the function of the team, the use of community resources, and individual pupil achievement, and to strengthen parental and administrative support will be time well spent. For further information regarding evaluation, refer to pages 59-70 of *Staff Development Leadership: A Resource Book*, as cited in the Appendix.

Of particular value will be the evaluation of intervention strategies recommended by the intervention assistance team. Ohio school district personnel who have implemented such a model have found it useful to record successful alternative strategies for future reference. Two manuals of alternative instructional strategies developed by the Lucas County Office of Education and the South-Western City School District in Franklin County are available through the Special Education Regional Resource Center (SERRC) network. The manuals include successfully implemented intervention strategies on the following topics:

- Alternative strategies for
  - —Basic reading skills
  - —Reading comprehension
  - —Written expression
  - —Mathematics calculation and reasoning
  - —Listening comprehension
  - —Oral expression
  - —Content areas
- Accommodating individual learning styles
- Management strategies for dealing with behavioral and emotional problems
- Structuring the classroom environment
- Tape recording reading materials
- Peer tutoring
- Alternative grading techniques
- Study skills
- Test construction and test taking.

MAINTENANCE

For further information regarding intervention strategies, the reader is referred to pages 33-34 of *Ohio Guidelines for the Identification of Children with Specific Learning Disabilities*, 1983; *Try Another Way*, 1983; *How To Live 'Til Friday*, 1983; and *Intervention: Minimum Standards Implementation Series*, 1983.

Providing Administrative Support

Administrative support is continually cited as one of the most crucial components of an effective team model. Because of the building principal's critical leadership position within the school, this individual's support is of primary importance.

Some models will include the principal as an active member of the team. Others will not. In either case, the principal should:

- Provide active support in working out issues and problems such as scheduling classroom coverage
- Facilitate linkages with or access to other resources
- Actively support the team's integration with the overall system
- Encourage team members' contributions and sense of accomplishment by allowing leadership functions to be shared among team members.

Continued incentives for innovative behavior are necessary if changes are to be maintained long enough for the new practices to become routine. The rewards for participating on the intervention assistance team need to be greater than the time and energy required. District personnel sometimes express concern regarding constraints on the kinds of incentives that can be offered. When concrete benefits such as money and extra planning time are not feasible, intrinsic incentives become more crucial.

One easily provided and often effective intrinsic incentive is attention. Teachers value the principal's occasional passing remark recognizing their innovative efforts or sincere inquiry as to how the intervention assistance team model is progressing. Some principals have also used teacher evaluation as a source of incentive. Special evaluative attention to new practices symbolizes the importance of teacher problem solving to the principal.

The principal should facilitate the provision of extrinsic rewards whenever possible. Honoring requests to attend conferences, purchasing instructional and professional materials, and other creative methods for rewarding participants should be explored.

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Available Resources

Materials for loan. The following materials are available for loan through each of Ohio's sixteen Special Education Regional Resource Centers (SERRCs).

- A companion slide/tape presentation titled "Intervention Assistance Teams: A Model for Building-Level Instructional Problem Solving." This 15-minute media presentation summarizes the intervention assistance team concept and focuses on the building-level team model implemented by the Chesapeake-Union Exempted Village School District in Lawrence County.
- Two manuals of alternative educational strategies developed by the Lucas County Office of Education and South-Western City Schools in Franklin County.
- A videotaped interview with a model intervention assistance team operating in Mahoning County.
- Training Package to Accompany *Ohio Guidelines for the Identification of Children with Specific Learning Disabilities (Including Differentiated Referral Procedures).*

Ohio school districts. Those school district personnel who assisted in the development of this publication as members of the advisory committee may be consulted regarding their specific operating procedures. They may also be available for speaking engagements and for providing individual technical assistance.

Ohio Department of Education. Consultants from the Divisions of Elementary and Secondary Education and Special Education are available to provide technical assistance regarding the operation of intervention assistance teams. Both divisions will be encouraging implementation during their compliance reviews.

APPENDIX

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APPENDIX

(Reprinted With Permission)

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOLS
Department of Pupil Services
Nicholas P. Gallo, Ph.D., Executive Director

Complete in Duplicate
Send original to Pupil Services Department
Copy stays in student's confidential folder.

ELEMENTARY

REFERRAL TO PUPIL SERVICES TEAM

School _____

Name _____ Birthdate _____ Age ____ (years) ____ (months) Grade ____ Sex ____

Home Address _____ Zip _____ Telephone _____

Father's Name _____ Mother's Name _____

Reason for Referral (state in specific, objective terms):

Description of suspected problem:

Has the child received other special services within our school system, from another school district or agency?
If so, specify services: nurse _____, counselor _____, speech therapist _____, social worker _____,
reading consultant _____, school psychologist _____, other _____
Special health problems (physical, vision, hearing, etc.) Explain: _____

TYPE OF SERVICE REQUESTED

Consultation	**Evaluation**
_____ Behavior Problems	_____ Academic Problems
_____ Parental Concerns	_____ Possible Retention
_____ Emotional Difficulties	_____ Acceleration
_____ Follow-up	_____ Emotional/Adjustment Problems
_____ Observation	_____ Appropriate Placement
_____ Classroom Management	_____ Instructional Strategies
_____ Crisis Intervention	_____ Behavior Problems
_____ Group Counseling/H.D.P.	_____ Follow-up

It has been determined in this staffing that an individual child study is/is not recommended. Such a study may result in student's eligibility for Special Education Program and/or related services to best meet his/her educational needs.

Alternative Strategy: _____
_____

Names/Titles of Staffing Conference Personnel:

_____
_____
_____

_____ _____ _____ _____
(Signature of Principal) (date) (Signature of Initiator) (date)

APPENDIX

Please check the various educational strategies that have been employed in attempts to enable the student to overcome the suspected problem(s) in the regular classroom and **WRITE in the space provided the student's performance after the application of the strategies.**

INSTRUCTIONAL MODIFICATION

1. Provided structured routine. _____
2. Provided a place with limited visual/auditory distraction. _____
3. Changed seat if auditory or visual problems were suspected. _____
4. Gave abbreviated assignments. _____
5. Provided clear, concise directions (verbally/orally). _____
6. Matched assignments with ability, taught at instructional level not frustration level. _____

ACADEMIC STRATEGIES

7. What learning aids have you used? (ex. language master, games, stencils) _____
   Describe their effect on the student. _____
8. What modalities were used in the approach to reading/math? (ex. visual, auditory, tactile, kinesthetic). _____
   Describe their effect on the student. _____

RESPONSITIVITY TO LEARNING

9. Describe the student's attitude toward learning. (ex. gives up easily, perseveres, etc.) _____
10. Describe the parent's participation in this student's educational process. (ex. degrees of interest, time spent with child, standard of excellence) _____
11. How does the student view his/her ability to be successful in accomplishing school work? (academic/non-academic) _____

BEHAVIOR MANAGEMENT STRATEGIES

12. Ignored inappropriate behavior. _____
13. Reinforced appropriate behavior. _____
14. Increased positive statements. _____
15. Gave extra privileges and responsibilities as a reward for completed assignments. _____
16. Utilized time out area. _____
17. Eliminated privilege. _____
18. Used modeling. _____
19. Established specific goals for student—one at a time. _____
20. Charted good behavior. _____
21. Provided student with chart of progress. _____
22. Set up contracts with consistent follow through. _____
23. Provided successful experiences. _____
24. Parent conferences held for home reinforcement. _____

CLASSROOM INTERACTION

Describe your interaction with this student? _____

Describe this student's interaction with you? _____

Describe this student's interaction with his peers? _____

Describe his/her peers interaction with him/her? _____

Describe his/her interactions with other staff members in the building. (ex. lunch aides, custodians, music teacher, etc.)

APPENDIX

(Reprinted With Permission)

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOLS
Department of Pupil Services
Nicholas P. Gallo, Ph.D., Executive Director

Complete in Duplicate
Send original to Pupil Services Department
Copy stays in student's confidential folder.

SECONDARY

School _____

REFERRAL TO PUPIL SERVICES TEAM

Name _____ Birthdate _____ Age ____ (years) ____ (months) Grade ____ Sex ____

Home Address _____ Zip _____ Telephone _____

Father's Name _____ Mother's Name _____

Reason for Referral (state in specific, objective terms):

Description of suspected problem:

Attendance Record: Days Due ____ Days Absent ____

Has the child received other special services within our school system, from another school district or agency?

If so, specify services: nurse _____, counselor _____, speech therapist _____, social worker _____,

reading consultant _____, school psychologist _____, other _____

Special health problems (physical, vision, hearing, etc.) Explain: _____

TYPE OF SERVICE REQUESTED

Consultation	**Evaluation**
_____ Behavior Problems	_____ Academic Problems
_____ Parental Concerns	_____ Possible Retention
_____ Emotional Difficulties	_____ Acceleration
_____ Follow-up	_____ Emotional/Adjustment Problems
_____ Observation	_____ Appropriate Placement
_____ Classroom Management	_____ Instructional Strategies
_____ Crisis Intervention	_____ Behavior Problems
_____ Group Counseling/H.D.P.	_____ Follow-up

It has been determined in this staffing that an individual child study is/is not recommended. Such a study may result in student's eligibility for Special Education Program and/or related services to best meet his/her educational needs.

Alternative Strategy: _____

_____

Names/Titles of Staffing Conference Personnel:

_____

_____

_____

_____ _____ _____ _____
(Signature of Principal) (date) (Signature of Initiator) (date)

APPENDIX

Please check the various educational strategies that have been employed in attempts to enable the student to overcome the suspected problem(s) in the regular classroom and write in the space provided the Student's performance after the application of the strategies.

COUNSELORS

1. Observed student in regular classroom. _____
2. Interpreted student's group test results to teachers so they understand student's expected level of functioning. _____
3. Discussed student's difficulty with teachers and how they perceive the problem. _____
4. Discussed with student his/her difficulty in class/es and how he/she perceives the problem. _____
5. Discussed with and developed a homework plan for student. _____
6. Discussed study skills with student. _____
7. Interpreted group test results to the student, so he/she understood his/her abilities and expected level of functioning. _____
8. Discussed academic/social learning with student and how school experiences will affect his/her future. _____
9. Helped student develop personal decision making competencies. _____
   _____ How many conferences? _____
10. Helped student understand and accept school policies and procedures. _____
    _____ How many conferences? _____
11. Helped student resolve special problems. _____
    _____ How many conferences? _____
12. Helped student make appropriate choice of school programs and developed long range plans of study. _____
13. Changed student program to fit his/her individualized needs. _____
14. Helped parents of students develop a realistic perception of their child's development in relation to his/her potentialities. _____ How many conferences? _____

TEACHERS

1. Provided structured routine. _____
2. Provided a place with limited visual/auditory distraction. _____
3. Changed seat if auditory or visual problems are suspected. _____
4. Gave abbreviated assignments. _____
5. Provided clear, concise directions. _____
6. Matched assignment with ability, taught at tolerance level not frustration level. _____
7. Paired weak student with strong student. _____
8. Student is enrolled in remedial reading. _____
9. Student is enrolled in remedial math. _____
10. Used high interest reading materials with student. _____
11. Has had language/speech assessment and/or services. _____
12. Conference(s) held with Special Education teachers, reading teachers, language/speech/hearing therapist and/or School Psychologists. _____
13. Ignored inappropriate behavior. _____
14. Reinforced appropriate behavior. _____
15. Increased positive statements. _____
16. Gave extra privileges and responsibilities as a reward for completed assignments. _____
17. Utilized time out area. _____
18. Used modeling. _____
19. Established specific goals for student—one at a time. _____
20. Charted good behavior. _____
21. Provided student with chart of progress. _____
22. Set up contracts with consistent follow through. _____
23. Provided successful experiences. _____
24. Parent conferences held for home reinforcement. _____

APPENDIX

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VANDALIA-BUTLER CITY SCHOOLS

PRINCIPAL'S INTERVENTION WORKSHEET

Date _____

Child's Name _____ Birthplace _____

Parent's Name _____

Address _____

Conference Team Members: _____

_____

QUESTIONS:

1. What is the variance between the child's ability and achievement?
2. What instructional methods have been used with the child to this point?
3. What has been determined to be the child's best learning modality?
4. What input have we received from the resource persons (reading, speech, psychologist, etc.)?
5. What tests have been given to the child and what were the results?
6. What have we learned from parental conferencing and other sources about the child's background (social, interests, emotional, physical)?
7. What expectations do we have for the child?
8. What is the child's attendance record?
9. What is your perception of the child's/parent's attitude toward learning/schooling?
10. What is your perception of the child's home situation?
11. What is the child's age?
12. What is the child's state of health?
13. What is the child's behavior pattern? Is the child's behavior interfering with learning?
14. Has special placement been considered for this child?

VANDALIA-BUTLER CITY SCHOOLS

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PARENT CONFERENCE:

Those attending: _____

COMMENTS:

COMMENTS: (review conference)

Date for review (prior to mid-March) _____ (If a new plan is to be developed, please indicate and attach the revised Intervention Plan.)

SIGNATURES:

Parent(s) _____ Teaching Team Members _____

Principal _____ _____

_____ _____

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VANDALIA-BUTLER CITY SCHOOLS

Copy 1—Permanent Record
Copy 2—Parent

INTERVENTION PLAN

Child's Name _____ Date _____

Conference Team Members _____

Present Communications Placement:

Areas of difficulty:

PROPOSED PLAN
Placement (level of material & skill development)—

Instruction (techniques & style)—

Present Math Placement:

Areas of difficulty:

PROPOSED PLAN
Placement—

Instruction—

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TOLEDO PUBLIC SCHOOLS ☐ NEW ☐ UP-DATE

PSYCHOLOGICAL SERVICES INTERVENTION PLAN

STUDENT'S NAME (First Initial Last)	I.D. NUMBER	INTERV #
PSYCHOLOGIST'S NAME	I.D. NO.	

BEHAVIOR

WHAT

WHERE

WHOSE BEHAVIOR ☐ C–CHILD P–PARENT T–TEACHER R–PEER S–SIBLING O–OTHER

MEASUREMENT

METHOD | HOW

WHO ☐ T–TEACHER Y–PSYCHOLOGIST P–PARENT N–COUNSELOR L–PRINCIPAL S–SIBLING R–PEER O–OTHER

TIME REFERENCE

DIRECTION OF CHANGE ☐ I–INCREASE D–DECREASE M–MAINTAIN

ENTRY LEVEL | CRITERION LEVEL

IMPLEMENTOR	T–TEACHER Y–PSYCHOLOGIST P–PARENT N–COUNSELOR L–PRINCIPAL S–SIBLING R–PEER (USE UP TO 3)	METHOD (SEE CODE*)	REVIEW DATE

REVIEW 1

REVIEW DATE	ENTRY LEVEL	CRITERION LEVEL

PROGRESS REVIEW (SEE CODE**)	NEXT REVIEW DATE	CONTINUATION PLAN (SEE CODE***)

REVIEW 2

REVIEW DATE	ENTRY LEVEL	CRITERION LEVEL

PROGRESS REVIEW (SEE CODE**)	NEXT REVIEW DATE	CONTINUATION PLAN (SEE CODE***)

PSYCHOLOGICAL SERVICES INTERVENTION PLAN (Cont)

REVIEW 3

REVIEW DATE

ENTRY LEVEL

CRITERION LEVEL

PROGRESS REVIEW (SEE CODE**)

NEXT REVIEW DATE

CONTINUATION PLAN(SEE CODE***)

REVIEW 4

REVIEW DATE

ENTRY LEVEL

CRITERION LEVEL

PROGRESS REVIEW (SEE CODE**)

NEXT REVIEW DATE

CONTINUATION PLAN(SEE CODE***)

CODE — INTERVENTION METHOD

01 Assertion Training
02 Aversive Counterconditioning
03 Behavioral Rehearsal
04 Bibliotherapy
05 Biofeedback
06 Change Instructional Environment
07 Change Instructional Material
08 Change Instructional Methods
09 Change Instructional Schedule
10 Cognitive Restructuring
11 Contingency Management
12 Contract
13 Covert Reinforcement
14 Covert Sensitation
15 Diet Change
16 Differential Feedback
17 Differential Reinforcement of Low Rates (DRL)
18 Differential Reinforcement of Other Behavior (DRO)
19 Exercise
20 Extinction
21 Fading
22 Flooding (Implosion)
23 Focused Imagery
24 Homework
25 Information-Giving
26 Instruction (Behavioral)
27 Intermittent Reinforcement
28 Medication
29 Modeling
30 Modify Instructional Environment
31 Modify Instructional Materials
32 Modify Instructional Methods
33 Modify Instructional Schedules
34 Negative Practice
35 Negative Reinforcement
36 Other
37 Overcorrection
38 Paradoxical Intention
39 Positive Reinforcement
40 Premack Principle
41 Psychological Counseling Family
42 Psychological Counseling Parent(s)
43 Psychological Counseling Student (Individual)
44 Psychological Counseling Student (Group)
45 Punishment
46 Relaxation
47 Response Cost
48 Role Playing
49 Satiation
50 Self Instruction
51 Self Monitor
52 Peer Tutoring
53 Self Reinforcement
54 Shaping
55 Simulation
56 Stimulus Control
57 Systematic Desensitations
58 Thought Stopping
59 Timeout
60 Token System

CODE — PROGRESS REVIEW

BSC Behavior Change Successful, met criterion level
BCA Behavior Change Acceptable, did not meet criterion level but change in desired direction
BCN Behavior Change did not occur or is not acceptable
DNA Data Not Available but child remains enrolled in school
MVD Client moved from school and data is not available

CODE — CONTINUATION PLAN

CN Continue to work on this behavior
GM Continue to work on this behavior for generalization and maintenance
TR Terminate working on this behavior
TN Transfer work on this behavior to another service provider
NO No continuation plan, child is not available
OR Other

APPENDIX

(Reprinted With Permission)

MANSFIELD CITY SCHOOLS
SCREENING TEAM REPORT AND FOLLOWUP

Name of Child _____ Grade _____ Building _____

(Attach completed Student Information Sheet)

I. Date of initial team conference _____

Is any individual screening testing needed (e.g. PIAT, SIT): Date _____

Results: _____

Recommended instructional, management, and/or material changes:

This plan will be implemented for _____ weeks. The student's progress will be reviewed on _____ .
(date)

II. Dates of periodic followup with teacher and principal/designee

_____ _____ _____ _____

Measurable and/or observable changes noted during implementation period:

_____ The modifications produced satisfactory progress and similar efforts will continue. A multifactored evaluation is not necessary at this time.

_____ The modification did not produce satisfactory progress and a multifactored evaluation will be requested (attach PSC #1 and #2 to this form).

_____ _____ _____
Referring Teacher Principal/Designee

_____
_____
Team members

_____ Emergency: waiver approved by Director of Pupil Services on (date) _____ .

_____ _____ _____ _____
Teacher Date Principal Date

May be placed in cumulative file

APPENDIX

(Reprinted With Permission)

MANSFIELD CITY SCHOOLS
STUDENT INFORMATION SHEET

Name: _____ Birthdate: _____ Sex ____

Building: _____ Grade ____ Referring Teacher(s) _____ Room #, Team _____

Parent: _____ Address: _____ Phone _____ Siblings _____

Age at school entrance _____

_____ _____

Describe the student's learning and/or behavioral difficulties: (How long have they existed, who has expressed concern—such as information from: teacher, parent, cumulative file, grades)

Number of school transfers _____ Retentions? _____ Grades repeated? _____

Vision _____ date screened _____ Hearing _____ date screened

What teaching modifications and/or behavioral management changes have you tried?

What instructional materials changes have you made?

How have you involved the parents? the student?

ACADEMIC CHARACTERISTICS

Do group achievement test scores coincide with classroom achievement? If discrepancies exist, which skill areas are involved. Effect of attitude/work habits/attendance?

Present classroom achievement: Indicate (1) grade (2) effort

			Grade Level:			
	(1)	(2)	At	Above	Below	Comments:
Reading	____	____	____	_____	_____	_____
Math	____	____	____	_____	_____	_____
English or Lang. Arts	____	____	____	_____	_____	_____
S.S.	____	____	____	_____	_____	_____
Science	____	____	____	_____	_____	_____
Spelling	____	____	____	_____	_____	_____
Other	____	____	____	_____	_____	_____

APPENDIX

SOCIAL AND BEHAVIORAL CHARACTERISTICS

Describe the student's classroom behavior.

What, if any, disciplinary action has been necessary?

What progress is he/she making socially?

Describe the student's relationship with others in the classroom, at recess, in the lunchroom, etc.

Describe his/her dominant personality characteristics.

PHYSICAL CHARACTERISTICS

Describe any particular health problems or physical characteristics which may be contributing factors. Has nurse been involved?

How many days has he/she been absent this year? _____ What was the usual reason presented?

Describe his/her large motor skills. (sports, gym, etc.)

Describe his/her fine motor skills. (drawing, writing)

Considering all facets of development, what are the student's *individual* strengths?

In what aspects does he/she do well in comparison with other students?

Is the student currently receiving any special services? (Speech, remedial reading, peer tutoring, etc.) Indicate which _____

Does the student need to be referred for a speech evaluation? No _____ Yes _____ (if yes, please fill out and attach PSC #40).

Are there psychological reports in the cumulative folder? _____
Dates

What is the best *time* and *day* of the week for you to participate in a conference?

1st choice _____ 2nd choice _____ 3rd choice _____
Day *Time* *Day* *Time* *Day* *Time*

Please bring cumulative file and typical student work samples to the conference.

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MANSFIELD CITY SCHOOLS

STANDARDIZED TEST SCORES

Stanford Test Scores Use spring scores except for present year. Include at least three most recent years if available.

K-

Environment		Mathematics		Letters & Sounds		Aural Compreh.		TOTAL			
Sta	%	Sta	%	Sta	%	Sta	%	Sta	%	NCE	GE

1-

Environment		Mathematics		Letters & Sounds		Aural Compreh.		Word Reading		Sentence Reading		TOTAL			
Sta	%	Sta	%	Sta	%	Sta	%	Sta	%	Sta	%	Sta	%	NCE	GE

READING

	Vocabulary			Comprehension			Word Study Skills			TOTAL			
	Sta	%	GE	Sta	%	GE	Sta	%	GE	Sta	%	NCE	GE
2.													
3.													
4.													
5.													
6.													
7.													
8.													

MATHEMATICS

	Concepts			Computations & Application			TOTAL			
	Sta	%	GE	Sta	%	GE	Sta	%	NCE	GE

If in Chapter 1: No. Years: _____ Which grades: K-1-2-3-4-5

Title of Present Reading Basal _____

Level _____

Woodcock (Chapt. 1) Date _____

Vocabulary	Comprehension	Composite

California Test of Basic Skills

Date: _____

Other: _____

Copies to screening team. May be included in cum. file.

APPENDIX

(Reprinted With Permission)

MANSFIELD CITY SCHOOLS

Teacher: _____ Subject: _____

EXPLORATORY OR ELECTIVES INFORMATION FORM

Name: _____ Birthdate: _____

ACADEMIC CHARACTERISTICS

In your (explo) class in what area is the student doing well and in what area is the student doing poorly?

How many classes has this student missed? _____

SOCIAL AND BEHAVIORAL CHARACTERISTICS

Describe the student's classroom behavior, (i.e. aggressive or passive)

What, if any, disciplinary action has been necessary?

Describe the student's relationship with others in the classroom.

Describe his/her dominant personality characteristics.

PHYSICAL CHARACTERISTICS

What, if any, observable health or physical problems hinder this student in your classroom?

Describe his/her large motor skills. (gym, sports, cooking, general shop, etc.)

Describe his/her fine motor skills. (drawing, writing, sewing, music-instrument, etc.)

In what areas are the student's individual strengths?

Additional observations or comments:

Return to building principal/designee. May be placed in cumulative file.

APPENDIX

(Reprinted With Permission)

LUCAS COUNTY OFFICE OF EDUCATION

OBSERVATION FORM

Name _____ School _____

Grade _____ Subject _____ Time _____ Date _____

Teacher _____ Observer _____

Reason for Referral: _____

_____

_____

_____

I. PHYSICAL ENVIRONMENT:

- ☐ Structured Setting
- ☐ Non-Structured Setting
- ☐ Teacher Directed
- ☐ Small Group Setting
- ☐ Large Group Setting
- ☐ Working Independently
- ☐ Other

Comments: _____

_____

_____

_____

II. STUDENT BEHAVIOR:

A. Interactions

- ☐ 1. With Peers
- ☐ 2. With Teacher

B. Independent

- ☐ 1. On Task
- ☐ 2. Off Task

Comments: _____

_____

_____

_____

ASSISTANCE PROCEDURE

Lucas County Office of Education

(Reprinted With Permission)

STUDENT	RFA REC'D	OBSERVER ASSIGNED	OBSERVAT. PERFORMED	IAT MEETING	IMPLE. PERIOD	REVIEW CONFERN.	MFE Y	REF N	MFE COMP	RECOMMEND

APPENDIX

REQUEST FOR ASSISTANCE FORM

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Lucas County Office of Education Date: _____

Student's Name: _____ Grade Level _____ D.O.B. _____

Class/Cluster/Subject _____ Teacher _____ Bldg.: _____

I. Describe the problem in specific terms: _____

The following checklist may also be of assistance:

1. ___ Disruptive
2. ___ Poor Attendance
3. ___ Off Task
4. ___ Disorganized
5. ___ Doesn't Complete Assignments
6. ___ Poor Attitude
7. ___ Distractible
8. ___ Slow Rate of Work
9. ___ Cannot Follow Oral Directions
10. ___ Cannot Follow Written Directions
11. ___ Poor Retention
12. ___ Poor Study Habits
13. ___ Lacks Initiative
14. ___ Lack of Participation
15. ___ Hyperactive
16. ___ Inconsistent
17. ___ Poor Peer Relationship
18. ___ Works Below Grade Level

II. What modifications or adjustments have you made to remediate the problem? _____

What instructional material changes have you made? _____

Have you involved the parents? ___ Yes ___ No

Have you reviewed the student's CRF? ___ Yes ___ No

FOR CONFERENCE USE ONLY

III. Date of Planning Conference: _____ Observer: _____

Recommended strategies and changes: _____

Implementation Period: _____ Review Conference Date: _____

Plan approved by: _____ _____

Teacher Principal

_____ _____ _____

Observer Other Other

IV. Measurable or Observable Changes during the Implementation Period.

Modification has provided satisfactory progress: _____

Multifactored evaluation will be requested: _____

(Use other side if additional space is needed in any area)

APPENDIX

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YOUNGSTOWN CITY SCHOOLS

CLASSROOM OBSERVATION OF STUDENT

Child's Name _____ School _____ Grade: _____

Classroom Teacher _____ Time of Observation: _____ To _____

Name of Observer _____ Title _____ Date _____

1. Subject Area Observed: _____
2. Type of Lesson Observed: _____
   (e.g. developmental review, independent practice, etc.)
3. Number of Instructional Groups Classroom Teacher provides in subject area observed: _____
4. Group to which student observed is assigned: _____
5. Adjustment of instruction for this student: _____
6. Adjustment of curriculum for this student: _____
7. Student's oral response(s):
8. Student's written response(s):
9. Description of the behavior patterns of concern:
10. How often does this behavior occur:
    _____ times per minute _____ times per hour _____ times per day
    Other: _____
11. How extreme is the behavior relative to the peer group?
    _____ Much less than most children
    _____ Less
    _____ Slightly less
    _____ More
    _____ Much more than most children

APPENDIX

REQUEST FOR ASSISTANCE

SAMPLE

NAME OF CHILD			NAME OF SCHOOL
AGE	BIRTHDATE	GRADE	ADDRESS
NAME OF PARENT			
ADDRESS			PHONE
			PRINCIPAL
PHONE			REFERRED BY

1. Describe what you would like the student *to be able to do* that he/she does not presently do.

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APPENDIX

SAMPLE

II. Please describe what the student does (assets) and what he/she does not do (deficits).

ASSETS	DEFICITS

APPENDIX

SAMPLE

III. Describe what you have done to help the student cope with his/her problems.

IV. Background information and/or previous test data.

SAMPLE

INSTRUCTIONAL RECOMMENDATIONS

NAME OF CHILD	GRADE LEVEL	LONG RANGE GOAL
NAME OF TEACHER		

SHORT TERM OBJECTIVES	PROCEDURES	MEASUREMENT PROCEDURES	DATE	
			Instruction Begun	Objective Achieved

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INTERVENTION ASSISTANCE TEAMS

A MODEL FOR BUILDING-LEVEL INSTRUCTIONAL PROBLEM SOLVING

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